



Oregon 4-H Wildlife Stewards

Bringing Science & Nature Together



OREGON STATE
UNIVERSITY
EXTENSION SERVICE



ONE SCHOOL AT A TIME

www.wildlifestewards.4h.orst.edu

An OSU Extension 4-H Master
Science Educators Program



Presenters

Maureen Hosty

State Project Director

4-H Wildlife Stewards

Oregon State University Extension

Dan Desmond

4-H Youth Advisor

University of California



4-H Wildlife Stewards

WORKSHOP GOALS

- To demonstrate two models for engaging youth about our natural world
- To demonstrate how with a little seed money, strong partners and a good idea, a program can grow and flourish
- To identify some of the little things that can be done to unleash the force and vitality of your project through partnerships
- To explore some of the principles of what makes a good partnership



4-H Wildlife Stewards

**What is the 4-H
Wildlife Stewards
Program?**



The Mission

Wildlife Stewards are trained volunteers working in partnership with schools and OSU Extension to assist students and teachers to improve science learning by creating, using and sustaining Habitat Education Sites on school grounds.



Oregon 4-H



The Vision

4-H Wildlife Stewards create sustainable Habitat Education Sites on school grounds. We promote science learning and stewardship by inspiring, educating and connecting schools, communities, and natural resource agencies.





4-H Wildlife Stewards

The 4-H Wildlife Stewards Program addresses 3 key problems

- parent/community involvement
- overworked teachers and underutilized training
- education methods



Habitat Education Sites

A Habitat Education Site is an area on or near school grounds that provides hands-on science learning opportunities for students and teachers alike.





4-H Wildlife Stewards

4-H Wildlife Stewards are selected for their commitment to Habitat Education Sites for improving science learning. They have a respect for nature and a desire to share that respect with the next generation.

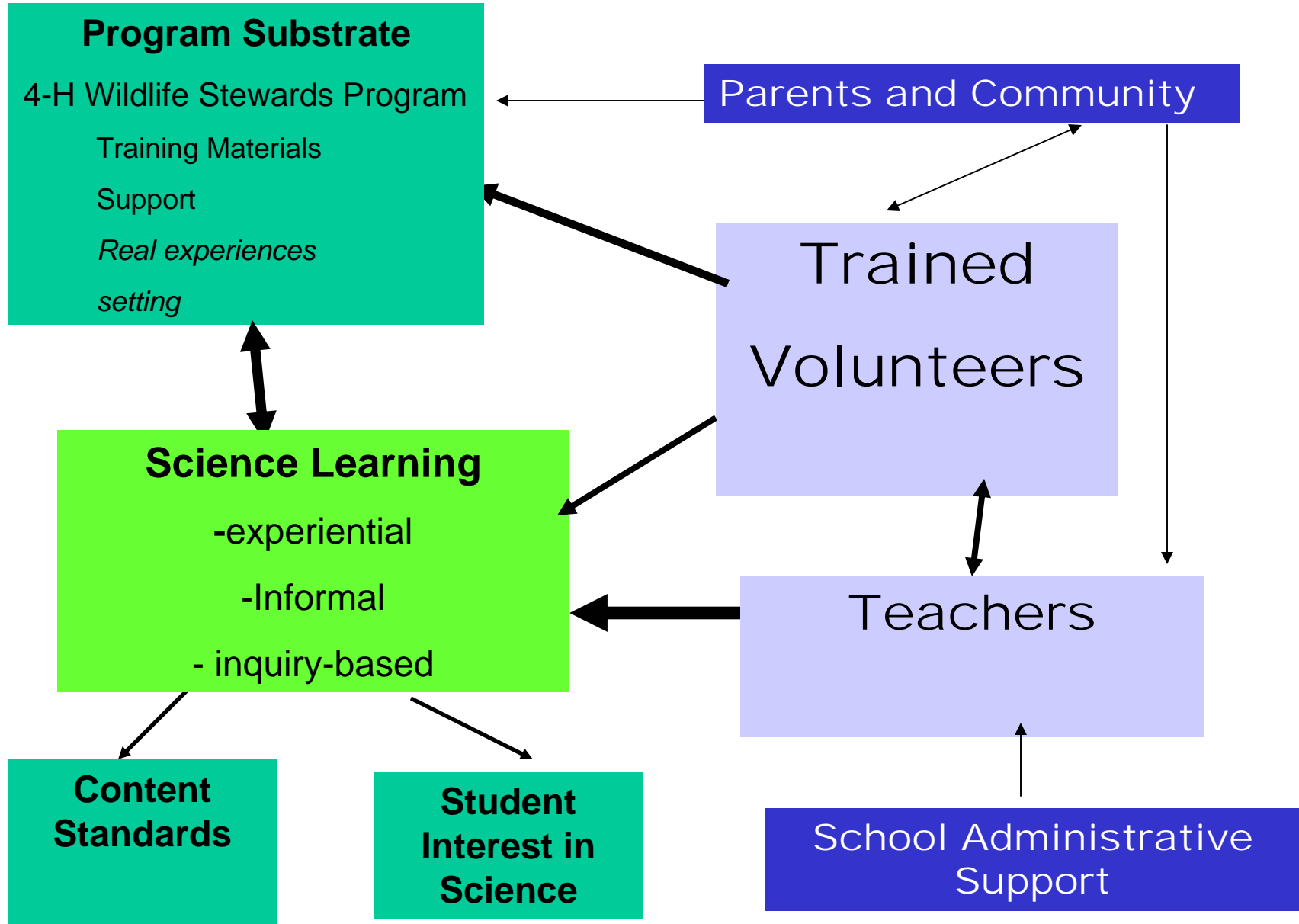




4-H Wildlife Stewards Member Schools

4-H Wildlife Stewards Member Schools work in partnership with 4-H Wildlife Stewards, the local community, and OSU Extension to create sustainable Habitat Education Sites and a place for students to observe, study, and take action to manage our natural resources.







National Science Foundation Support

In August 2001, the 4-H Wildlife Stewards Program was awarded a \$748,000 grant from National Science Foundation to develop this program into a national model and document the educational and scientific impacts of this project on students, teachers, and communities.





4-H Wildlife Stewards

CURRENT STATUS



4-H Wildlife Stewards

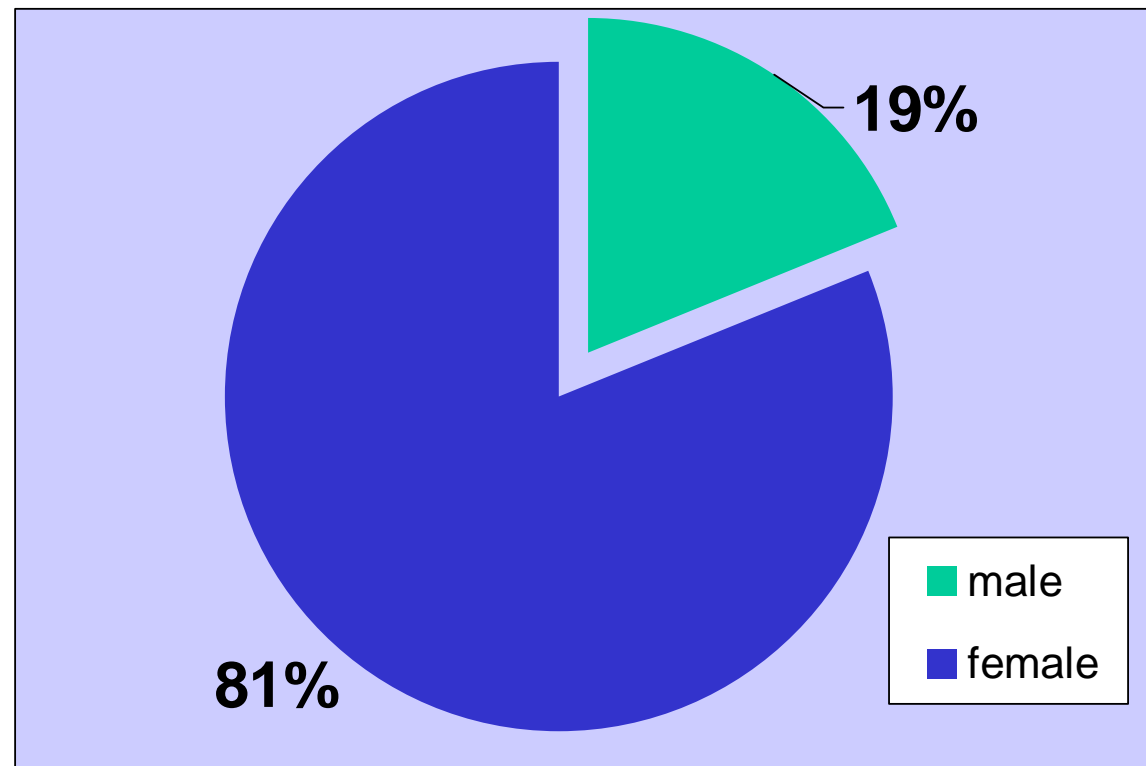
VOLUNTEERS

- **327 volunteers have been trained since the program began in 1996**
- **199 volunteers have been trained since July 2001 in the last eight trainings**
- **188 volunteers were active in 2002-03 school year**



4-H Wildlife Stewards

4-H Wildlife Stewards





4-H Wildlife Stewards

SCHOOLS

- **53 schools are currently enrolled as 4-H Wildlife Stewards Member Schools**
- **4-H Wildlife Stewards member schools are now in 9 counties in Oregon**



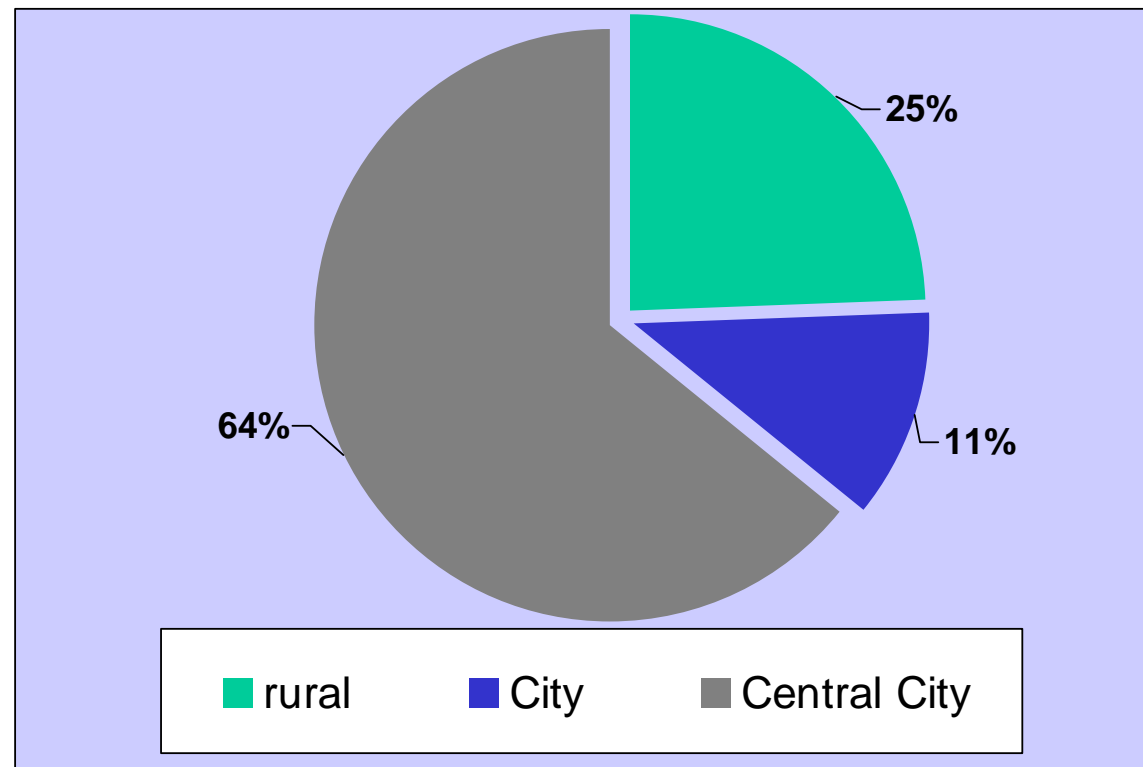
4-H Wildlife Stewards

- **Several schools have sent volunteers and/or teachers to training and are still in the process of enrolling**
- **Seven new schools have enrolled last school year**
- **Eight schools have dropped (3 closed, 3 lost grant support and 2 for lack of support)**



4-H Wildlife Stewards

Member School Population Base





4-H Wildlife Stewards

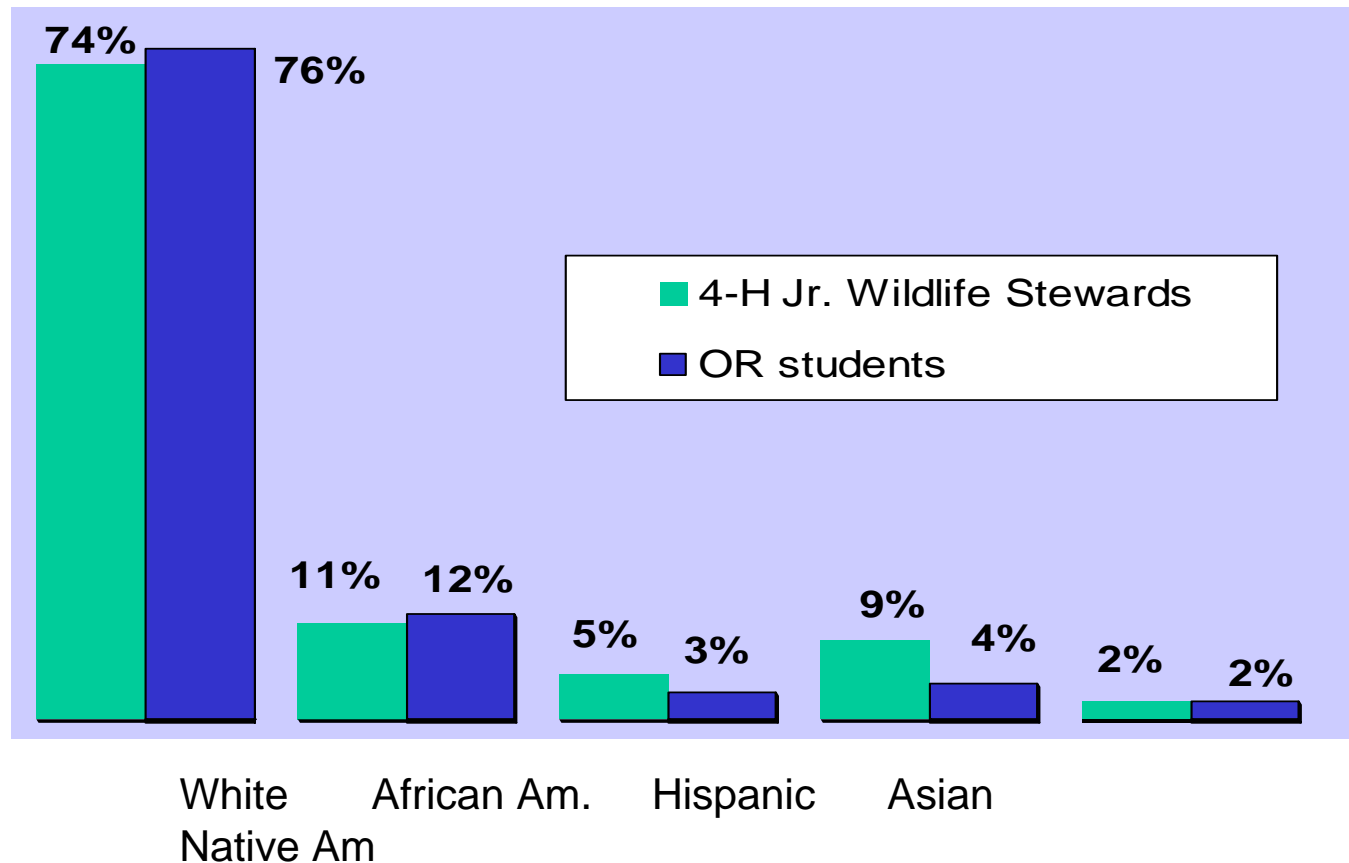
YOUTH

- **17,052 youth are registered in 4-H Wildlife Stewards programs this year**
- **youth were in all grades and included boys and girls**



4-H Wildlife Stewards

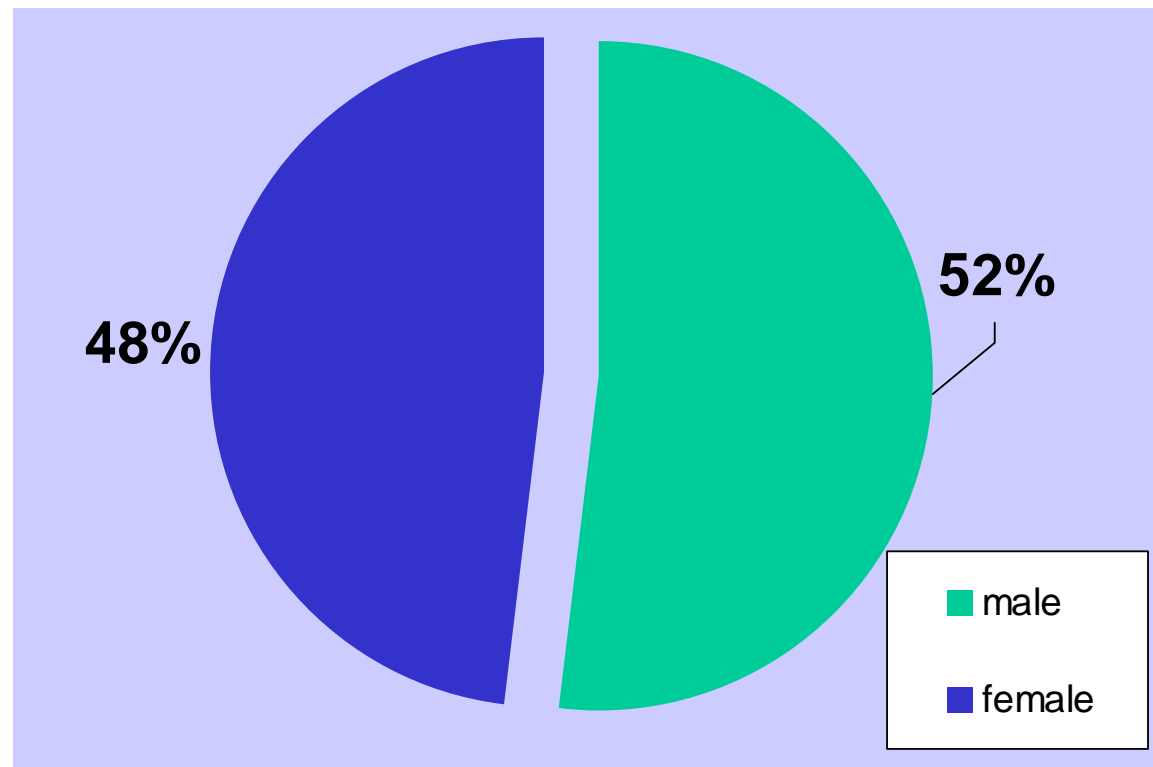
Junior 4-H Wildlife Stewards





4-H Wildlife Stewards

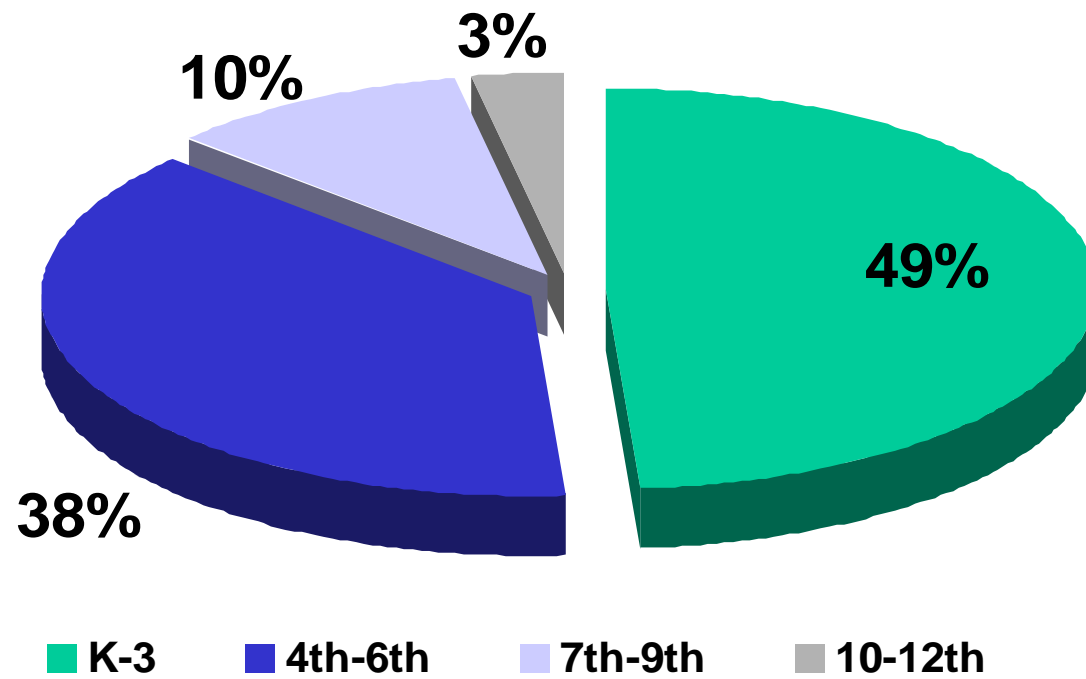
Junior 4-H Wildlife Stewards





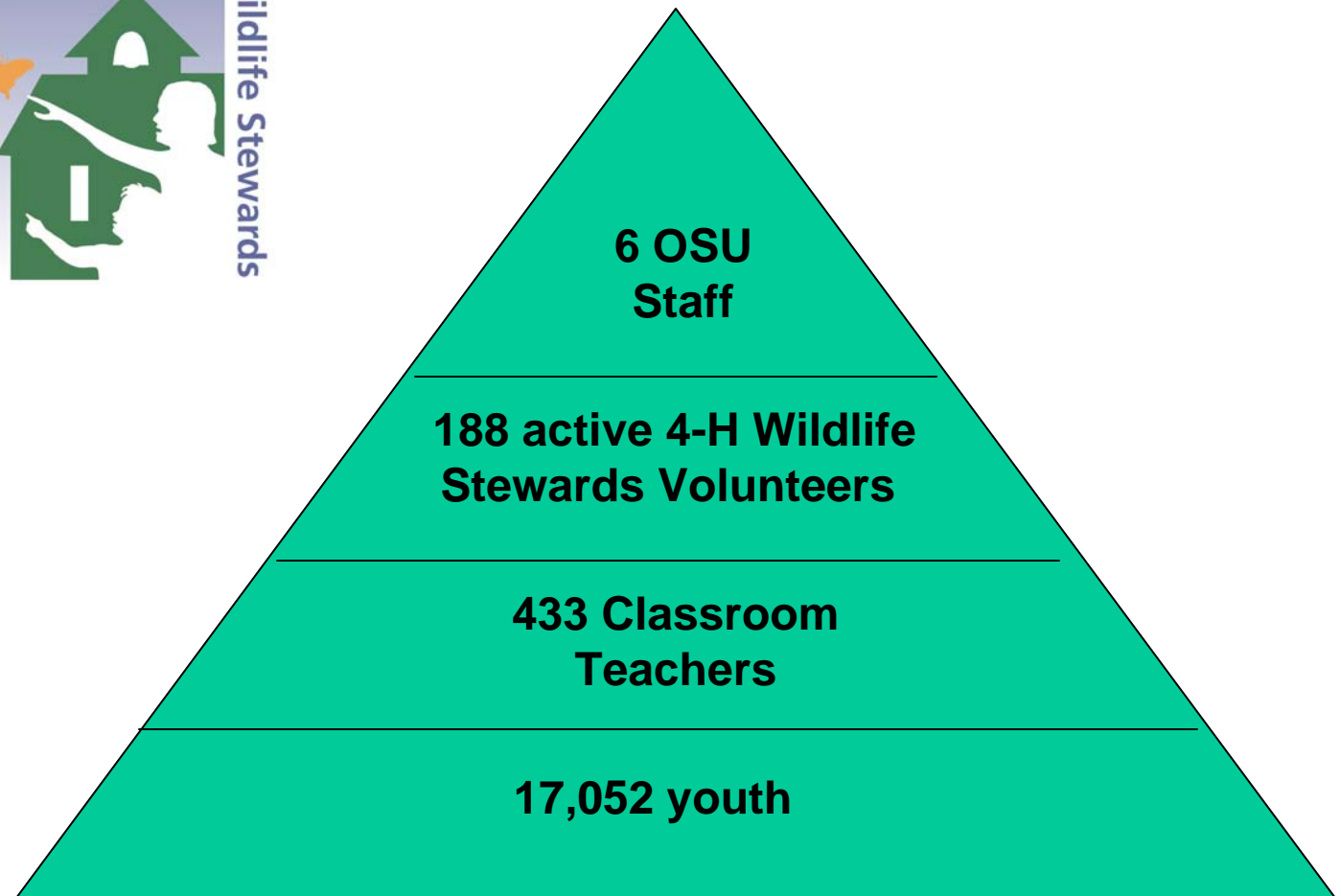
4-H Wildlife Stewards

Junior 4-H Wildlife Stewards





Populations Served





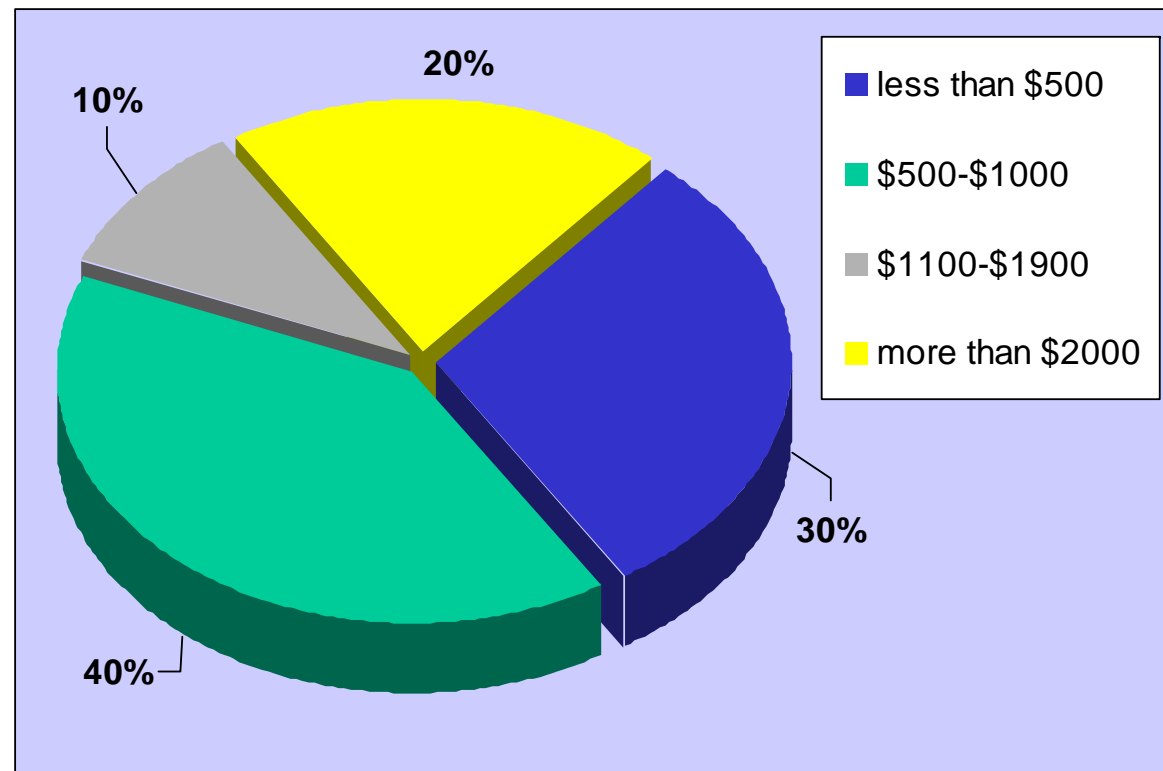
4-H Wildlife Stewards

Member School School Survey
(17 schools reporting)



4-H Wildlife Stewards

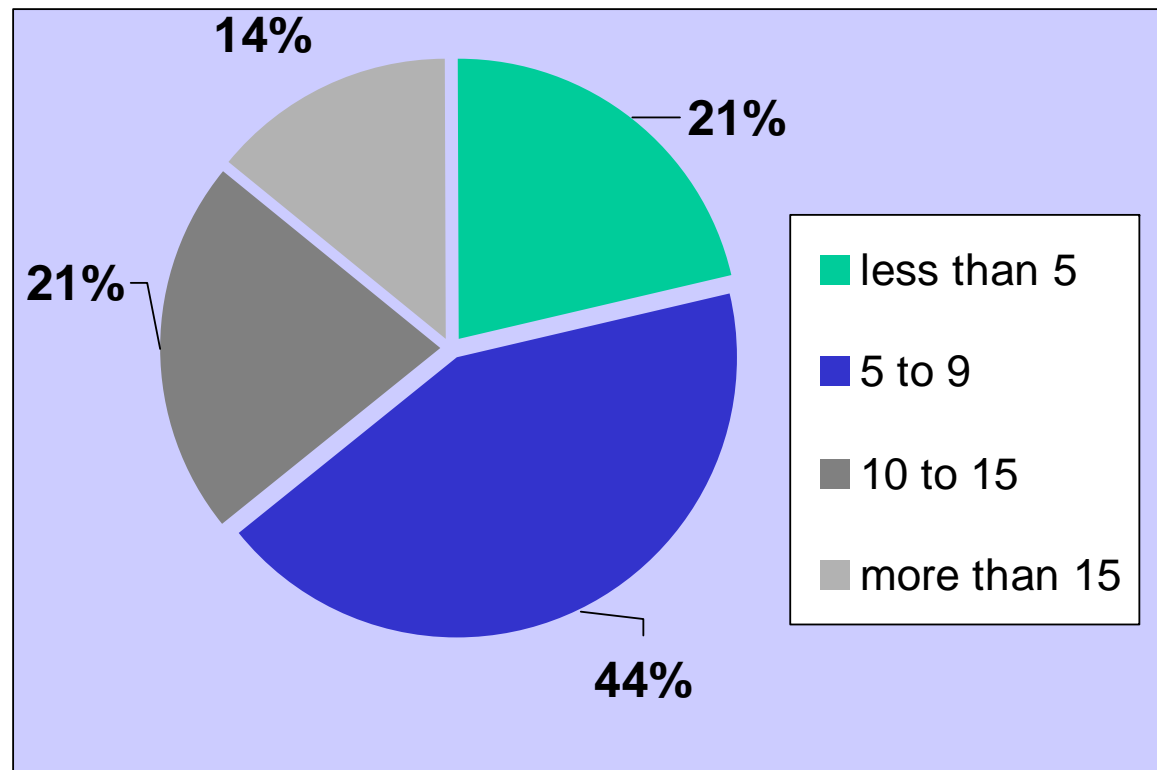
Funds Raised (average: \$1173/year per school)





4-H Wildlife Stewards

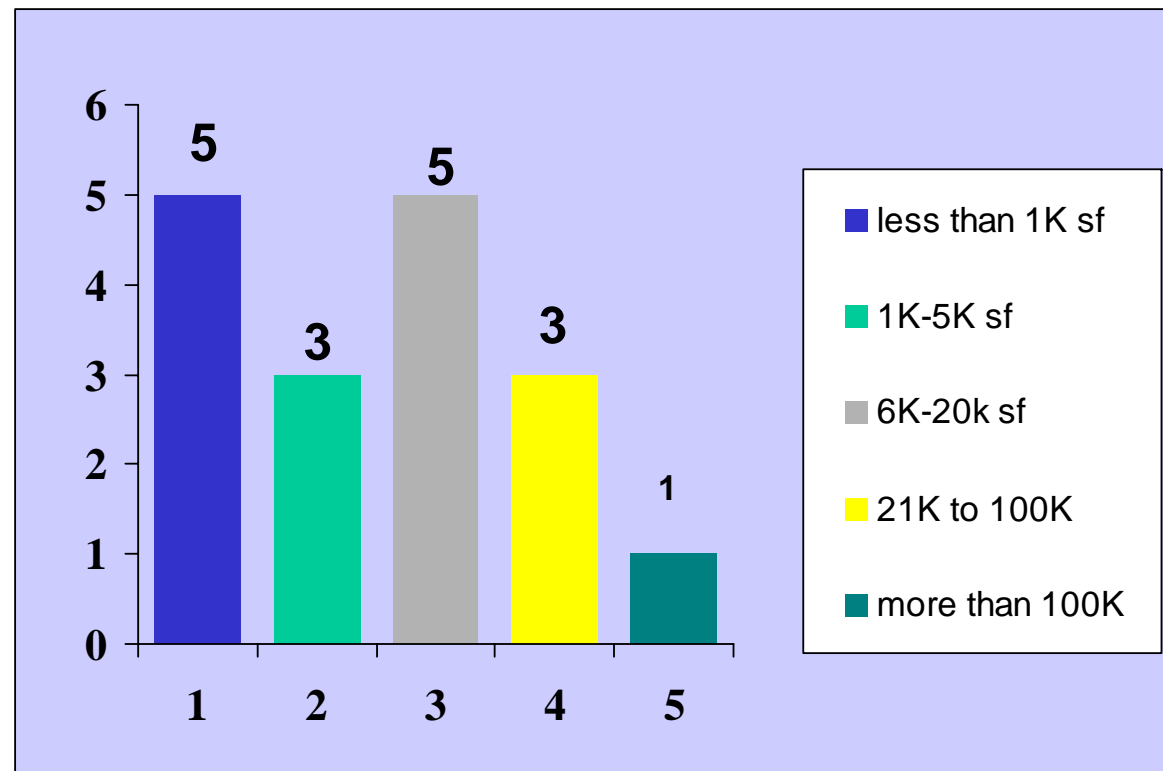
Parent Volunteers (average: 10.7)





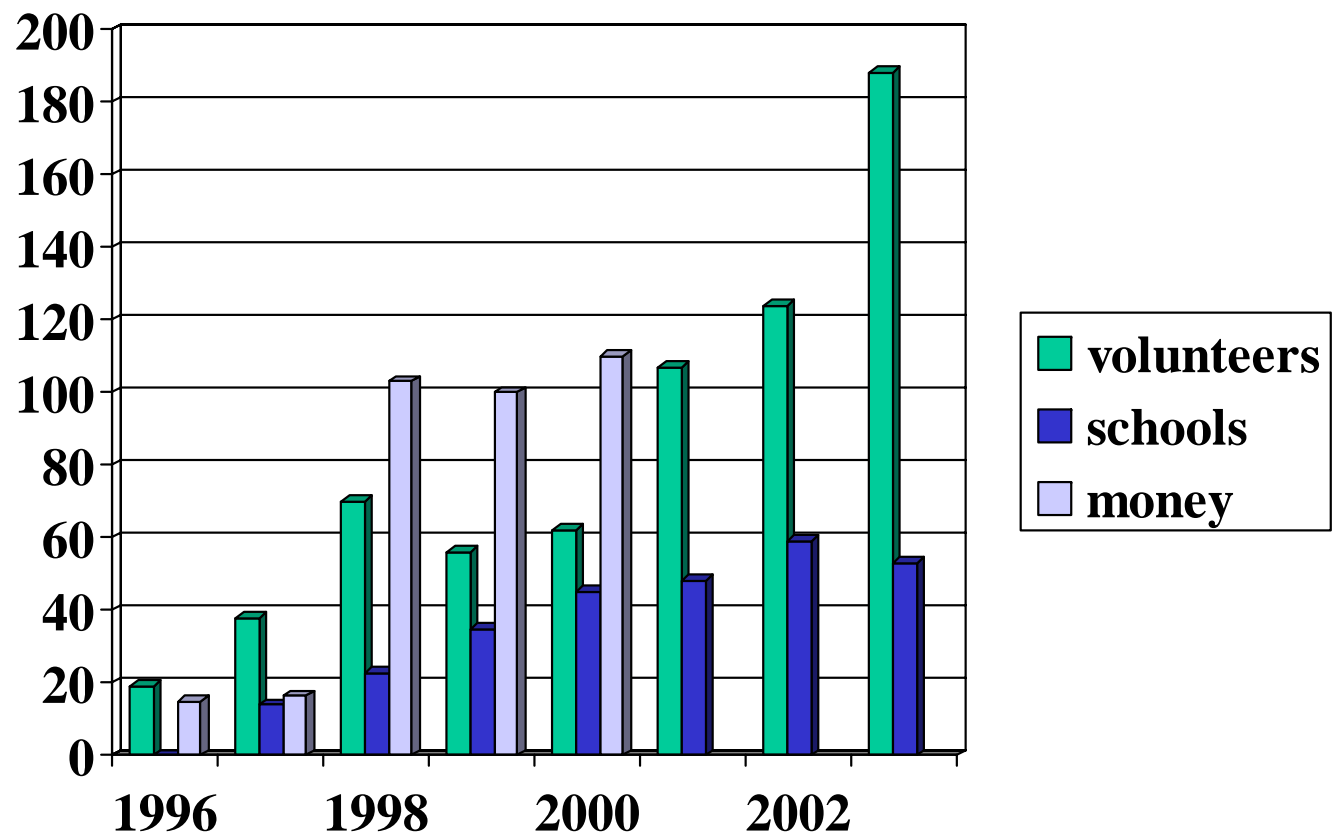
4-H Wildlife Stewards

Habitat Site Size (average: .58 acres)





4-H Wildlife Stewards



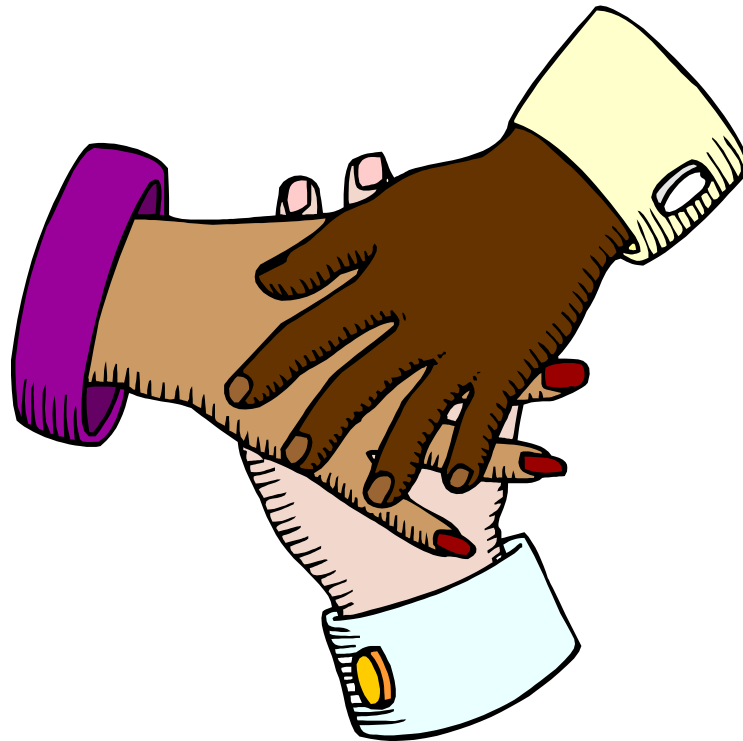
Oregon 4-H



Wildlife Stewards



Partnerships





Partnerships

The Partnership Web

Establishing partnerships is like creating a spider's web. Like every web - no system is simple. The partnership web demonstrates how closely individuals or groups of people interact in pursuit of a common goal. Anything that happens to a part of the web has an impact on the whole system.



Partnerships

Primary Initial Partners

- US Fish and Wildlife
- Oregon Fish and Wildlife
- National Wildlife Federation
- Local School Districts



Partnerships

AmeriCorps

- AmeriCorps is a network of national service programs
- AmeriCorps members serve through more than 2,100 nonprofits, public agencies, and faith-based organizations



Partnerships

Current Partnerships

- Local Education Service Districts
- State Fish and Wildlife Services
- Local Soil and Water Conservation
- Extension Master Gardeners
- Extension Master Woodland Owners
- Environmental Organizations
- Local non-profit organizations involved in education and youth



Partnerships

The Value of Local Partnerships

- Connections between the student's primary environments—school, community, and family—are key elements of this developmental approach
- increased leadership capacity that results from parent and community engagement in school reform results not only in improved schools, but also in stronger social networks and capacity throughout the community.



Partnerships

The Value of Local Partnerships

There is also evidence that more one-on-one, relationship-oriented connections between educators, parents, and community members are a key factor in making connections and effectively supporting student achievement, school reform, and community development (Wynn et al., 2000; Adams & Christenson, 2000; Mapp, 1999; Scribner et al., 1999; Setisinger, 1996).



Partnerships

Establishing Local Partnerships

Research has suggested that **relationship building and trust are at the core** of successful school outreach and invitations



Partnerships

The Role of 4-H Extension

- **provide training and support** to 4-H Wildlife Stewards to establish and maintain
- an intermediary organization as a **bridge builder** between schools, families, and the community
- **“cultural brokers” and “boundary spanners.”** - literally sit between policymakers and [reform] implementers to increase the human, social, and fiscal capital for implementation
- **facilitating the ongoing functioning of partnerships** by clarifying purposes and reinforcing constructive practices



Tips for Starting a 4-H Wildlife Stewards Program

STOP



LISTEN

LOOK

Oregon 4-H



Wildlife Stewards



Tips for Starting a 4-H Wildlife Stewards

STOP



A newly trained staff member for 4-H Wildlife Stewards has an abundance of new written references and knowledge they want to share. As a new staff member for the 4-H Wildlife Steward Program you already know it's a wonderful program. But slow down and analyze how you can best present the information to potential partners



Tips for Starting a 4-H Wildlife Stewards

LOOK

1. **At the school's current situation.**
 - Budget cuts.
 - Large classes.
 - Teachers pressured to reach benchmarks.
 - Minimal maintenance on the schoolyard.
2. **Visualize the possibilities for Habitat Education Sites in your local school districts.**





Tips for Starting a 4-H Wildlife Stewards

LISTEN

. . . to what their needs are. Then analyze what other partners can help solve their problems.

Oregon 4-H



Keys to Success





4-H Wildlife Stewards

**Little Things Can Make a Big
Difference**

**Based on the book
The Tipping Point by
Malcolm Gladwell**



4-H Wildlife Stewards

Gladwell identifies three rules of epidemics

- The Law of the Few
- The Stickiness Factor
- The Power of Context



4-H Wildlife Stewards

The Law of the Few

- The success of any kind of social epidemic is heavily dependent on the involvement of people with a particular and rare set of social gifts.
- Concentrate your resources on a few key people have the connections, the influence or the powers of persuasion to get your message out.



4-H Wildlife Stewards

Connectors: Connectors know LOTS of people. They are the kinds of people who know everyone; knowing lots of people is a kind of skill and an impulse

- Their importance is also a function of people they know
- The closer someone is to a connector, the more powerful or more opportunities he or she gets
- The closer an idea or product comes to a connector, the more power or opportunity it has as well



4-H Wildlife Stewards

Mavens:

- Wants to solve other's problems by solving his own
- Have knowledge and social skills to start word-of-mouth epidemics (it's not so much what they know, but how they pass it along)
- Not a persuader – motivation is to educate and help



4-H Wildlife Stewards

Salesmen:

- Skills to persuade us
- Rational and coherent arguments
- Has many quality answers to objections
- these applied to how religious movements get started
- Skillful use of group power
- Organizational genius



4-H Wildlife Stewards

The Stickiness Factor:

There is a simple way to package information that, under the right circumstances, can make it irresistible. All you have to do is find it. Focus your resources into one critical place.



4-H Wildlife Stewards

The Power of Context:

The Power of Context says that human beings are a lot more sensitive to their environment than they may seem. Epidemics are sensitive to the conditions and circumstances of the times and places in which they occur.



4-H Wildlife Stewards

The Power of Context for 4-H Wildlife Stewards:

- Growing public concern about loss of wildlife habitat
- Higher standards of learning required by law
-



4-H Wildlife Stewards

Principles of Participatory Development

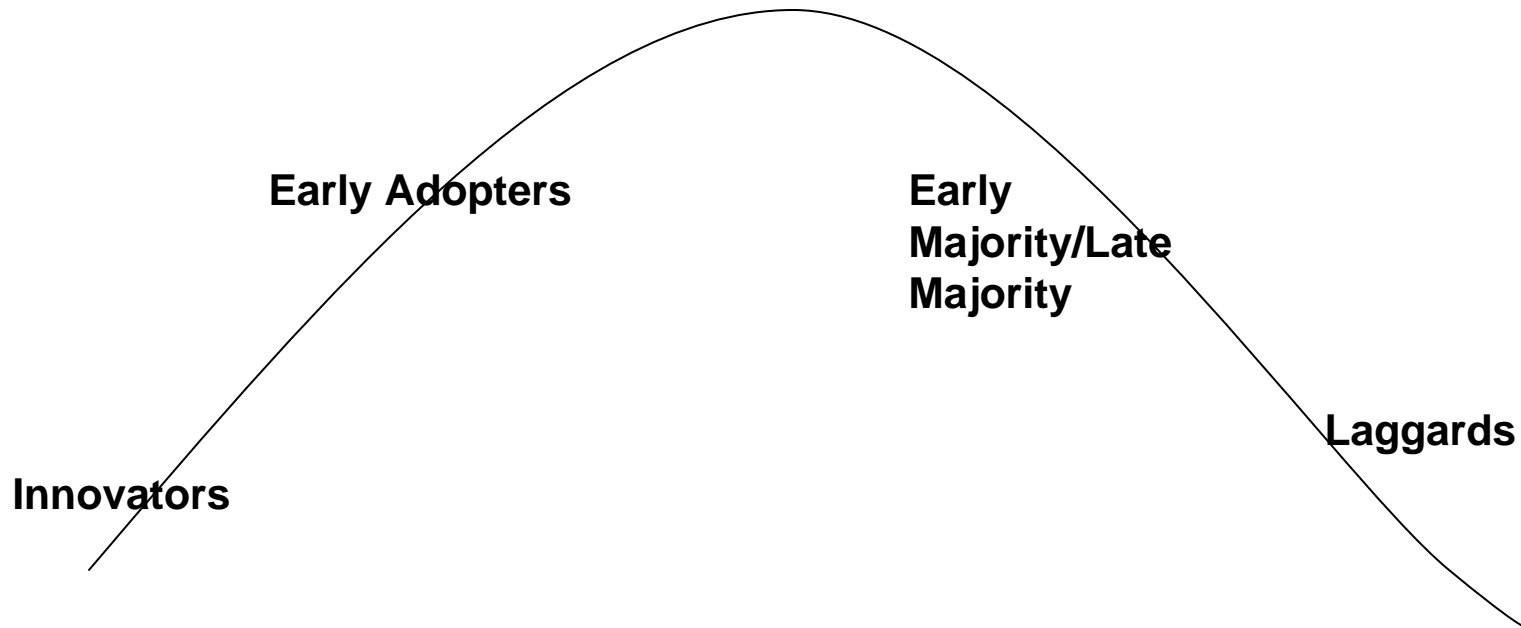
- A significant percentage of the group must participate in and control as many elements of the wildlife habitat project initiation, design, operation and evaluation as possible.
- The project must show potential for self-reliance. Resources should serve a catalytic function, not a welfare function.
- The project must include enhancement of self-directed learning.

Based on the book Development by People by Guy Gran



4-H Wildlife Stewards

The Diffusion Model





4-H Wildlife Stewards

Keys to Success

- ☐ Small is Beautiful
- ☐ Dream Big
- ☐ Focus, Test and Believe
- ☐ Resources Follow Success



4-H Wildlife Stewards

Keys to Success

- ☐ Establish clear guidelines and expectations with your partners
- ☐ Utilize a effective system of support for schools by targeting partnerships, resources and training to schools
- ☐ Focus Your Resources
- ☐ Change the WAY you do things not WHAT you do